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TRUSTEES OF THE SCHOLARSHIP FUND

ARTHUR S SOMERS, Central Board of Education
NICHOLAS MURRAY BUTLER, College Entrance Examination Board
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Our New Trustee: Scholarship and Leaflet Patrons

Dr Nicholas Murray Butler, Acting President of Columbia University, has kindly accepted a Trusteeship of the High School College Entrance Scholarship Fund in the place of Dr William E Waters, who has withdrawn from the College Entrance Examination Board to devote himself to scholastic work. This cordial action on the part of Dr Butler enables the Fund to maintain its needful relation to the Examination Board.

Prin Geo G Ryan of P S No 118, Brooklyn, has kindly consented to become one of our SCHOLARSHIP PATRONS; the new LEAFLET PATRONS are Miss E F Byrnes of the Girls' High School, Brooklyn; Mr Robert H Cornish of the Wadleigh High School, Manhattan; Mr P A Ray of Newark Academy, Newark, N J. Dr E W Given of the Newark Academy has kindly consented to become one of our contributors.

Professor Hale Will Address The Latin Club

It is an unusual pleasure to be able to announce that Professor William Gardner Hale, Head of the Latin Department in Chicago University, has accepted the invitation to address THE NEW YORK LATIN CLUB at its next meeting, Dec 21, 1901, at 12 M. The place will be announced in the next issue of THE LEAFLET.

The Study of Latin, an Historical Study In Three Parts: Part I

YEARS ago, when the studies of Archæology and of Epigraphy were in their infancy, a war was waged by the adherents of the strictly grammatical view of philology against the new-fangled conception of antiquity as the knowledge of ancient Life and not of ancient Texts. For a long time the fight raged unabated, but it finally came to an end, like all progressive movements, by means of a compromise. The

accuracy of the grammatical method was adopted by the Epigraphist and the Archæologist; while the study of ancient literature received a stimulus and new impetus from the broadened view, begotten by a close study of the direct witnesses from ancient times.

To-day that war is being waged again, though in an altered form. Condemn materialism as much as we please, this much it has done for us: we can no longer proudly spurn all attacks upon our teaching. The question has been asked, and will be asked again: What good does the study of Latin do to the individual? In what way does it elevate him to a higher, and better, plane of life? What is its relation to the demands of our own nation?

Some, probably despairing of a satisfactory answer to these inopportune inquiries, have said that the study of Latin and Greek, as of highly inflectional languages, is essentially a training of the mind, or they have seen the same advantage in the beautiful logic of syntactical structure. To these, and justly so, the question has been addressed: Why not take Sanskrit instead? Nor can it be said that other subjects taught in school do not occupy the same position, or do not have the same value for mental training, as Latin or Greek.

Other defendants have pleaded that the literary value of the masterworks of Classical Literature surpasses everything in the literary treasure-house of the world, or at least, is an indispensable and integral part of the culture to be imparted in school. These might be told, and they have been so informed not infrequently, that this aim can as easily, nay, better and with less loss of time and toil, be accomplished by putting good and exemplary translations into the hands of the pupil. They really undermine their own intrenchments.

Shall we, then, surrender and deny the cultural value of the study of Classics? Or shall we seek new ground on which to build our foundations? There can be no doubt which position to take, since H Usener's address on Philology and History, in which this great scholar defines the proper relation of Philology to History as that of a handmaiden; the his-